

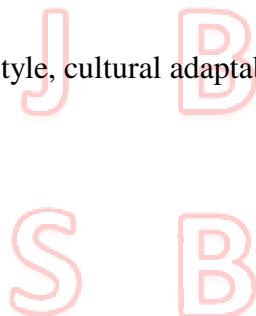
## Beyond LIFO and FIFO: providing other methods for business students to take “inventory”

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### Abstract

The paper provides an overview of three critical areas that business faculty should make students aware of when they are preparing for the world of work. These areas are personality type, learning style and cultural adaptability. To help students better understand themselves in each area, the paper discusses the value for students to know their preferences in each of the topics. To determine these preferences three scales are utilized: (1) the Myers-Briggs Type Indicator (MBTI) to determine personality type; (2) the Productivity Environmental Productivity Scale (PEPS) to determine learning style; and (3) the Cross-Cultural Adaptability Inventory (CCAI) to determine cultural adaptability. The paper provides business instructors with activities for immediate use in their classrooms for students to take “inventory” of themselves.

Keywords: personality type, learning style, cultural adaptability, classroom activities, assessments



## INTRODUCTION

LIFO? FIFO? are familiar terms among students studying business. However, taking “inventory” (as this paper will highlight) can be more than just accounting of numbers. Business students should take “inventory” of themselves to be better prepared for working in the global marketplace. The American “my way or the highway” can no longer be the premise current and future US employees follow. In taking self-assessment surveys related to their personality type, learning style, and cultural adaptability will provide valuable insight for these future working professionals to understand their own styles, preferences, type and to recognize the differences of their staff, supervisors, and colleagues. Business faculty can design activities and assignments to give business students a chance to take “inventory.”

The purpose of this study is to provide faculty with an overview of three reliable and valid instruments that can be used with students (soon to be global managers), managers (soon to become corporate trainers and supervisors of the “isms” training), human resource professionals (who could become social equity officers), department heads (who could become supervisors of corporate training, diversity training, and an array other interested stakeholders who know the value of knowing workers, employees, colleagues and one self’s personality type, learning styles, and cultural adaptability. The study provides in-depth analysis of the Myers-Briggs Type Indicator (MBTI), the Productivity Environmental Productivity Scale (PEPS), and the Cross-Cultural Adaptability Inventory (CCAI) as instruments and is accompanied by supporting literature on personality types, learning styles, and cultural adaptability.

There is an inclusion of examples of creative projects/assignments accompanied by rubrics that can be utilized in freshmen and upperclassmen business courses for students and can be modified for training classes on corporate campuses to analyze participants personality type, learning styles, and cultural adaptability. The format fits nicely into a workshop. Finding this information from college of business freshmen early on in their college careers can provide useful and valuable tools for self-awareness, career exploration, course scheduling, and co-curricular activities. In addition, upperclassmen can utilize the same information as they search for job opportunities or internships. A byproduct could also be a longitudinal approach looking at freshman as opposed to upperclassmen to see if any growth has occurred merely to maturation or exposure to a variety of new stimuli (international students, study abroad, working international professors, etc.) Plus, this information could provide needed information for course revisions, new courses, and new content for business communications, international studies, and introduction to business on university campuses and provide new training agendas, case studies, simulations, and role playing for new employee orientation and/or for retreats and leadership getaways for departments, senior management, and other corporate personnel.

Business students at various stages of their college careers are constantly bombarded with questions from advisors, faculty, and professionals regarding their course selections, days/times of course scheduling, choices of major, types of internship, choices of career, likes/dislikes in their learning environments, possible choices for occupational work environments etc. The list goes on and on. During a typical job interview or internship, students can be expected to answer questions such: What things do you like to do? Dislike? How does your “personality” fit into our organization? What training approaches work best for you? What types of work environments do you prefer? Describe type of people you work best with. Are you a team player? Give me examples which warranted your working to play as a team. On a scale from 1 to 10, how

culturally adaptable are you in cross cultural situations?

Although this is not a complete list of the possible questions, student sometimes cannot think of quick responses to these questions. The questions centering about their personality type, training or learning styles, and cultural adaptability are not easily answered. Providing students with a description of their personality types, an explanation of their learning styles, and a narrative on their cultural adaptability will them well for the domestic or international job market.

## PURPOSE OF THE STUDY

The purpose of this study is to provide business faculty and or corporate personnel an overview of three reliable and valid instruments that can be used to determine personality type, learning styles and cultural adaptability. In addition, there is an inclusion of examples of creative projects accompanied by rubrics that can be utilized in freshmen and upperclassmen business courses for students to analyze their personality types, learning styles, and cultural adaptability. The projects can be scaled down, revised and tailored for training managers, new employee orientation leaders, and corporate mentors for their new employees. Finding this information early in college careers or work careers can provide useful and valuable tools for self-awareness, career exploration, course scheduling, and co-curricular activities for students and valuable tools for team building, employee in-service activities and brown bag workshops for workers. In addition, upperclassmen can utilize the same information as they search for job opportunities or internships. In addition, in the quest for identifying efficient ways of preparing students job interviews, internship reviews, or for work in the global economy, it may be beneficial for students to identify their specific personality characteristics, learning styles and cultural adaptability approaches. In the current state of the economy, not just students can benefit but underemployed, unemployed, and retrenchment workers would receive value. If one can predict the strengths and weaknesses of student or worker personality type, learning style and cultural adaptability then educators/supervisors can zero in on which aspects of adapting to job fit corporate culture, various cultures, training environments, learning situations, and interactions with culturally diverse co-workers needs to be addressed and reinforced. To prepare students for the global workplace, business professionals are stating that if students want to rise in an organization, high level skills, intercultural proficiencies, and an analysis of how to work with various personalities in a variety of training venues and/or learning environments with coworkers who may be culturally diverse are of the upmost importance. Although these topics are not an exclusive list for success in the workplace, gathering information on personality type, learning style and cultural adaptability should help prepare students not only for the domestic workplace but also for the global marketplace. It is within this context that proposed paper was undertaken. The review of literature will be centered about the importance of personality type, learning style and cultural adaptability. The methods section will center about three specific instruments; (1) The Myers-Briggs Type Indicator (MBTI) by Myers-Briggs which will be utilized to determine personality type; (2) The Productivity Environmental Preferences Survey (PEPS) by Dunn and Dunn which will be utilized to ascertain learning style; and (3) the Cross-Cultural Adaptability Inventory (CCAI) by Meyers and Kelley will be employed to reveal cultural adaptability.

## OBJECTIVES OF THE STUDY

As business students become more aware of the cultures of other countries, personality types, worker characteristics, learning styles and cultural norms of their subordinates, colleagues, and supervisors, it is believed they will be more cognizant of the roles they will be expected to perform when they enter the domestic or international workplace. The design of this paper focused on the following areas: (1) the need for students to understand their own personality types, learning styles and cultural adaptability, but also the importance of the need to understand that co-workers, subordinates, and supervisors may differ in all three; (2) the desire to provide faculty with an understanding on importance of these topics through facts, statistics and literature addressing these components; (3) provide an overview on the MBTI, PEPS, and CCAI as reliable and valid instruments; and finally (4) to provide sample projects that could be implemented in select business classes to summarize the participation in completing these instruments.

## **REVIEW OF LITERATURE**

Today's work force is made up of more and more people who differ in race, gender, age, culture, personality, family structure, religion, learning style and culturally adaptability. Literature reviewed will center on information on the significance of each area in preparing students for the world of work in a global economy. In addition it will provide meaningful facts and statistics for instructors to use to introduce the concepts of these areas into their lesson plans and classroom instruction.

### **Personality type.**

Those students who understand that the industry is becoming increasingly aware of matching personality to job will benefit in the workplace. Companies still want to know their skills, education and work experience. But they are also interested in whether applicants have a personality that complements a job opening and fits into the company's culture (Fort Worth Star-Telegram, 2002). The Telegram continues to state that the Society for Human Resource Management recently surveyed the issue of personality testing-conducted in 2000-found that 22 percent of companies used them. Personality screening is used worldwide by multinational corporations, out-placement firms and individual therapists, as well as many professionals (Bringhurst, 2001).

Kooi (1995) offers,

When people do things that fit their personality, they love to work. When they are forced to do things that don't fit their personality, they become frustrated. As you grow, you can eliminate this frustration by hiring the right person for the job. I will equate these personalities to the building of a project, using "man" in the general form, a member of the human race (p.16).

Since the practice of personality screening is being implemented in the workplace, it would be a benefit to business educators and an advantage to students as future employees to be exposed to the concept.

## Learning Style.

Those students who understand that a manager needs to pay close attention to the way employees learn based on their wide range of overall education and ability will make the workplace more productive and less frustrating. The topic of how people learn in the workplace has taken on some precedence. “Workplace learning has developed as a field of both practice and of research over the past decade” (Smith, 2005, ¶1). Through immigration, increased opportunities for education and advancement, and the upsurge of women and minorities in the workplace, the U.S workforce is no longer a homogeneous group of people who look, think, and behave in the same way (Tuleja, 2005). “Instead of using, “Do unto as you would have them do unto you,” as the Golden Rule of Training, it may be more appropriate to say, “Present information to others as they will best learn”” (Learning Activity, n.d., ¶24). These quotes offer an introduction to understanding the importance on the impact of knowing employee learning styles. Employees come to work with different learning styles. As stated by Dollins (n.d.) “biologically, every person is born with inherent preferences in how they learn. Some may learn by hands-on training and visual images, while others learn from studying written steps themselves” (¶1). Effective managers must understand the importance of varied learning styles in the workplace to make workers more productive and less frustrated. The ability of managers to adapt strategies, modalities, and methods to provide training that matches employees learning is crucial to success in an organization. This can be completed through an analysis of learning styles.

## Cultural Adaptability.

Those students who come to the workplace with an appreciation and knowledge of their own cultural adaptability will truly succeed. As O’Hair, et al. (2001) stated, for the first time, more and more companies are treating the human resource of diversity as an important business issue—if not the most important business issue—of the new millennium (p. 605). Companies such as Bell Atlantic, American Express, Eastman-Kodak, Ford, Xerox, and DuPont are implementing programs to address the issues and advantages of a culturally diverse workforce (O’Hair et al., 2001). Students who appreciate, value, and understand their own cultural adaptability and personality will be well equipped with tools to interact and work in a culturally diverse workforce. Culture is a shared system of symbols, beliefs, attitudes, values, expectations, and norms for behavior (Bovee and Thill, 2001). All members of a culture have similar assumptions about how people should think, behave, and communicate, and they all tend to act on those assumptions in much the same way.

Personality traits, learning styles and cultural adaptability vary among people and cultures. Could students who understand these dimensions of their peers, supervisors or underlings be more successful in the global workforce? Absolutely!

## INSTRUMENTS

### Cross-Cultural Adaptability Inventory (CCAI)

The CCAI helps measure an individual's ability to adapt to other cultures. The CCAI assessment helps groups and individuals gain insight into both their ability to adjust to a new culture and environment, and the potential stressors that lie ahead. This instrument is used in settings such as business, academia, and government to help:

- Strengthen cultural diversity training and educational programs.
- Counsel individuals considering life changes that could expose them to people from different cultures, backgrounds, values or experiences.
- Promote cultural awareness within the classroom, student affairs, resident life, minority studies, and community programs.
- Develop readiness for travel or relocation abroad.

The CCAI assessment helps to measure cultural general dimensions and provide information regarding an individual's potential for cross cultural adaptability regardless of experience with and knowledge of another language or culture. A multiple feedback version helps participants understand potential implications of their scores and suggests activities that can strengthen their skills.

The CCAI assessment measures:

- Emotional Resilience (ER). The degree to which an individual can rebound from and react positively to new experiences.
- Flexibility/Openness (FO). Extent to which a person enjoys the different ways of thinking and behaving that are typically encountered in the cross-cultural experience.
- Perceptual Acuity (PAC). Extent to which a person pays attention to and accurately perceives various aspects of the environment.
- Personal Autonomy (PA). Extent to which an individual has evolved a personal system of values and beliefs while at the same time, respects others and their value systems (Kelley & Meyers, 1995).

Using the Cross Cultural Adaptability Inventory has been used effectively with a variety of populations. Current business students, who will be future employees of the global marketplace, would fall into many of the following categories:

- *People preparing to travel, live, or work abroad:* people who work in international and multinational companies, people doing business abroad, missionaries, international volunteer workers, students, diplomats, family members who accompany these people
- *People returning from living abroad and readjusting to their home culture* (the dynamics of re-entry are somewhat different from those of living abroad): people returning home from work assignments abroad, students returning from a semester or longer abroad, family members who accompany these people
- *People who work in a multicultural or culturally diverse environment:* employees in a culturally diverse workforce, employees of foreign subsidiaries or multinational companies, interpreters, educators
- *People who frequently interact with people from other cultures:* medical personnel,

- business people, expatriates, government employees, military personnel, public relations professionals, mental health practitioners
- *Professionals who work with the above groups:* cross-cultural trainers and consultants, counselors, directors of international and cross-cultural programs, ESL (English as a Second Language) teachers (Kelley and Meyers, p.27, 1995)

### Myers-Briggs Type Indicator (MBTI)

Measuring personality type is widely used in business, industry, educational settings, and government because of its assumed ability to capture people's interests, needs, and values (Moore, 2002) <http://www.findarticles.com/g2699/00005/2699000559/p1/article.jhtml>.

Personality type profiles are often used in career counseling or as a basis for matching work partner or selecting tasks that are best suited for one's type.

Personalities come into place in any culture and their personalities are brought to the workplace. As a manager, understanding personality as it relates to cultural diversity is of extreme importance. As an employee one can learn real skills to cope with the myriad of styles encountered in the workplace. Understanding the personality type of oneself and workers can introduce a better understanding of self and how they can develop better self esteem, achieve recognition for ideas and effort, cope with stress of change, and improve communication skills. As a manager one can learn employee's types and optimize the productivity of their human resources. An understanding and appreciation of the strengths of the employees that make up the workforce allow you to develop better leadership and managerial skills, more effective team work, conflict resolution and negotiating skills. (<http://www.dianneenglot.com/mbti.htm>, What is Myers-Briggs?)

Students who determine their own personality type and of their coworkers will be able to begin to appreciate the value of cultural diversity in the workplace. Understanding of personality type assists people to grow in their own self-understanding and to relate more effectively to others. (<http://www.odysseycoaching.com/myersbriggs.htm>) To determine personality type, the MBTI (one of the most popular models of personality in the world )

<http://www.teamtechnology.co.ud/tt/t-artic1/mb-simpl.htm> provides information on where primarily do people direct their energy (Extraversion/Introversion), preference for processing information (Sensing/Intuition), preference for making decisions (Thinking/Feeling) and preference for organizing one's life (Perception/Judgment). For future workers, this knowledge can help them become better managers, employees, supervisors, colleagues, and co-workers. Within the work setting, an understanding of the MBTI is very helpful in team building, leadership, sales, conflict resolution, diversity, stress management, problem solving, goal setting, time management and dealing with change (<http://www.trytel.com/~jfalt/Ene-med/intro.html>) Everyone would benefit from knowing one another's type. All could work so much more effectively together.

The MBTI is one of the most popular and widely used personality measurement instruments to measure an individual's personality dispositions and preferences (Bayne, 2001; Bowman, 1990; Bringhurst, 2001; Delaney, 2002; Heimlich, 1990; Myers & McCaulley; 1989). It is designed to identify the personality preferences of an individual along four dichotomous indices. The MBTI classifies people, based on their self-reporting behavior, preferences, and value judgments, into dichotomous indices/categories. These indices are: extroversion-

introversion (E-I); sensing-intuition (S-N); thinking-feeling (T-F); and judgment-perception (J-P). This classification is an adaptation of Carl Jung's (1989) theory of conscious psychological type. In addition, many researchers have supported the application of the MBTI to a variety of educational settings as suggested by Allen (1988), Kiersey and Bates (1984), and Myers and McCaulley (1989).

### **Productivity Environmental Preferences Survey (PEPS)**

The instrument used in this study was the Productivity Environmental Preferences Survey (PEPS). "The PEPS identifies an adult's personal preference for each of the twenty different elements and was developed through a content and factor analysis" (Price, 1996, p. 5). This instrument was administered to determine business students' learning styles as argued by the Funderstanding (2008),

The concept of learning styles is rooted in the classification of psychological types. The learning styles theory is based on research demonstrating that, as the result of heredity, upbringing, and current environmental demands, different individuals have a tendency to both perceive and process information differently. (¶2)

The Dunns' Learning-Style Model is quite detailed and incorporates several strands of these twenty elements. Each affects individual's learning. Some of these elements are biological and others are developmental (Church, 2002). A summary of these elements is provided below (Dunn, 2000).

1. Environmental. The environmental strand refers to these elements: lighting, sound, temperature, and seating arrangement. For example, some people need to study in a cool and quiet room, and others cannot focus unless they have music playing and it is warm (sound and temperature elements).
2. Emotional. This strand includes the following elements: motivation, persistence, responsibility, and structure. For example, some people must complete a project before they start a new one, and others work best on multiple tasks at the same time (persistence element).
3. Sociological. The sociological strand represents elements related to how individuals learn in association with other people: (a) alone or with peers, (b) an authoritative adult or with a collegial colleague, and (c) learning in a variety of ways or routine patterns. For example, a number of people need to work alone when tackling a new and difficult subject, while others learn best when working with colleagues (learning alone or with peers' element).
4. Physiological. The elements in this strand are: perceptual (auditory, visual, tactal and kinesthetic), time-of-day energy levels, intake (eating or not while studying) and mobility (sitting still or moving around). For example, many people refer to themselves as night owls and early birds because they function best at night or in the morning (time-of-day element).
5. Psychological. The elements in this strand correspond to the following types of psychological processing: hemispheric, impulsive or reflective, and global versus analytic. The hemispheric element refers to left and right brain processing modes; the impulsive versus reflective style describes how some people leap before thinking and others scrutinize the situation before moving an inch. Global and analytic elements

are unique in comparison to other elements because these two elements are made up of distinct clusters of elements found in the other four strands. The elements that determine global and analytic processing styles are sound, light, seating arrangement, persistence, sociological preference, and intake. (p. 22)

In addition, Price (1996) offers:

The PEPS is a comprehensive approach in the identification of how adults refer to learn, concentrate, and perform in their occupational or educational activities in the following areas: (a) immediate environment (sound, temperature, light and design); (b) emotionality (motivation, responsibility, persistence and the need for structure or flexibility); (c) sociological needs (self-oriented, peer-oriented, authority-oriented, or learn in several ways i.e. sometimes alone, with peers and/or with authority figures); and (d) physical needs (perceptual preference(s), time of day, intake and mobility) (p. 5).

After completing the PEPS, participants are provided with a numerical score on each element.

According to the PEPS Manual by Price (1996):

The raw score of is the sum of an individuals responses to each of the items within an area. The standard score ranges from 20-80 with a mean of 50. Individuals having a standard score of 40 or less or 60 or more find that the variable important when they study or work. Individuals having scores that fall between 40 and 60 are varied with respect to how much that variable is important to them. Other learning style preferences are usually more important. (p. 7)

To provide an example addressing the element of sound with an individual that has standard score of 60 or more, the facilitator should provide soft music, earphones, conversation areas, or an open-work environment. With an individual that has standard score of 40 or less, the facilitator should establish silent areas, provide individual office alcoves with sound proofreading, or provide ear plugs to block sound if necessary.

As acknowledged by Sacchanand (2000);  
the means, processes, and activities by which employees learn in the workplace, from basic skills to high technology and management practices that are immediately applicable to workers' jobs, duties and roles; the learning can be formal, non-formal, incidental, or experiential, with an emphasis on self-directed learning. (¶16)

In summary, self-awareness inventories help people focus on specific aspects of their personality, behavior, skills, and knowledge and identify their strengths and weaknesses in these areas. The Cross-Cultural Adaptability Inventory (CCAI) is a training instrument designed to provide information to an individual about his or her potential for cross-cultural effectiveness. The Myers-Briggs Personality Type Indicator (MBTI) is designed to provide information to an individual about his or her personality type and enable them to discover and appreciate their own unique personality and understand and enjoy the differences in people. The Productivity Environmental Preferences Survey (PEPS) is designed to determine how individuals learn best, in what environments, and under which methods. Literature has stated each instrument has reliability and validity which make these inventories appropriate for research and classroom use. The utilization of the MBTI, the CCAI and the PEPS are inventories that are appropriate means of studying students' learning styles, cultural adaptability and personality type.

## BUSINESS CLASS PROJECTS OR TRAINING SEMINAR ACTIVITIES

The inventories have a variety of uses in colleges and universities-psychology classes, student support services, freshmen seminars, career planning and placement workshops are just a few. This author has created two projects for use in an entry level freshmen introduction to business course and a senior business communication course. The goal of the project is for students to ascertain their own personality type, cultural adaptability, and learning style and provide reflection on each combined with some facet of research. The students purchase the three inventories like they would the textbook. Check with the bookstore to see if it is possible to bundle the three of the instruments. Students complete the inventories outside of class and return for scoring. In some cases, grant or funding through various resources at a university may be available. The project is usually assigned after the lectures or units related to human resources, career planning, and self analysis. Many introduction to business and business communication textbooks cover these areas or related ones under different names. The project becomes more meaningful if lectures or book content can be tied to project. The projects below usually are set up as one handout. The freshmen course has much more stated directions on formatting and such for obvious reasons. Provided are the two projects that can be utilized. Appendix A provides the Introduction to Business Project Guidelines, followed by Appendix B which provides the Introduction to Business Project Layout, and finally, Appendix C provides the Introduction to Business Project Rubric. The next project for business communications starts with Appendix D which provides the Business Communications Project Guidelines, accompanied by Appendix E which provides the Business Communications Project Layout and finally Appendix F provides the Business Communications Project Rubric.

### SUMMARY



The paper presented strongly supports the inherit value business students will gain by taking "inventory." When interacting with colleagues who are different from oneself from themselves in the areas of personality, background, education, culture, or aptitude, successful perceptive business people should be acute and sensitive to the differences among their co-workers. The literature appears to purport that those business students and/or workers who possess a knowledge and appreciation of difference in personality type, culture, and learning style will make the workplace more productive, more open, and positive for all workers.

The CCAI is a training instrument designed to provide information to an individual about his or her potential for cross-cultural effectiveness; the MBTI is an instrument designed to provide information to an individual about his or her personality type; and the PEPS is a survey constructed to determine learning styles. To be successful in the workplace is dependent on many factors; however, to aid in becoming more successful, having knowledge in all three areas will certainly the future manager.

Providing the participation in the instruments, reviewing the results and by interpreting the scores, students will have an opportunity for self awareness, self-understanding and recognition of their personality type, learning style, and cultural adaptability. The project at both levels provides for students to reflect and react to their findings. In addition, both projects require students to utilize and hone their research skills, writing ability, and critical thinking skills.

Although just having knowledge and understanding in three areas are not the only requisites for success in the workplace, literature has supported that comprehension and information in these areas will make the future manager more equipped to work in the ever-changing global workplace.

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<http://www.teamtechnology.co.ud/tt/t-articl/mb-simpl.htm>

## APPENDIX A

### Introduction to Business Project Guidelines

#### DUE DATE

This assignment is \_\_\_\_\_ of your final grade.

Three pages plus two articles.

You will be receiving your profiles on personality type, learning style, and cultural adaptability. The goal of this research assignment is for you to comment and summarize on the three areas-the results and why you are strong or weak in some areas. A summation paragraph or two should include why this information may be important to you as a future employees in an organization or company. A maximum of two double spaced pages. These pages are double spaced.

A third page (double spaced) is going to ask select and research two articles on either personality type, learning styles or cultural adaptability. The articles must be from the year 2008+.

When doing your search for articles, they should be actual articles or discussions (not just websites of companies who sell these inventories). You need turn a copy of each article.

To search for personality type:

Personality theory, personality type, Myers-Briggs type indicator, MBTI, office personalities, personality in organizations, etc.

To search for learning styles:

Learning styles, Dunn and Dunn, college student learning styles, employee learning styles, etc.

To search for cultural adaptability:

Corporate culture, college culture, intercultural communication at works, employee intercultural, etc.

## APPENDIX B

### Introduction to Business Project Layout

Joe Student

1. Personality Type:

Discuss your type

2. Learning Style:

Discuss your learning styles noting particular differences in each.

3. Cultural Adaptability:

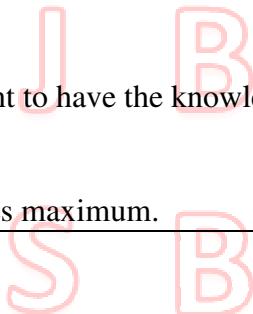
Discuss the four scales and your scores

4. Summation

Here discuss why it is important to have the knowledge of these three areas as future employees.

This should be two single-spaced pages maximum.

Third page.



Article Title

Reference (APA bibliographic reference)\*

Summary and Critique

Article Title

Reference (APA bibliographic reference)\*

Summary and Critique

Total one single-spaced page.

These three pages should be stapled together and attach copies of the articles.

\*To properly reference your articles go to the American Psychological Association on the web to understand how to properly format bibliographic citations.

**Appendix C****Introduction to Business Project Rubric**

Name \_\_\_\_\_ Points \_\_\_\_\_ /100

Criteria	Commendable (9-10 pts)	Acceptable (5-8 pts)	Unacceptable (0-4 pts)
Part 1 Personality Type	Complete overview	Average overview	Minimum overview
Part 2 Learning Style	Complete overview	Average overview	Minimum overview
Part 3 Cultural Adapt	Complete overview	Average overview	Minimum overview
Part 4 Summation	Complete overview	Average overview	Minimum overview
Summary Article #1	Complete <span style="color:red;">J</span>	Average <span style="color:red;">B</span>	Minimum
Summary Article #2	Complete <span style="color:red;">J</span>	Average	Minimum
Copies of Articles	Both articles <span style="color:red;">S</span>	One article <span style="color:red;">B</span>	None
Layout-	Completed Correctly double spacing stapled correctly and paper clipped correctly <span style="color:red;">S</span>	Elements missing or incorrect <span style="color:red;">B</span>	More than one element missing or incomplete
Bibliography	Proper formatting of the citation	Average	None
Mechanics	Max. of 3 errors in grammar, word usage, punctuation, etc		More than 3 errors (0 pts.)

Additional comments:

## Appendix D

### Business Communications Project Guidelines

DUE DATE \_\_\_\_\_

This assignment is \_\_\_\_\_ of your final grade.

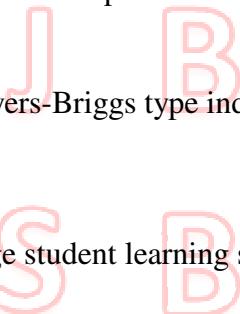
You will be receiving your profiles on personality type, learning style, and cultural adaptability. The goal of this research assignment is for you to comment and summarize on the three areas- why you think you fell into each one, why you are strong or weak in some areas. A summation paragraph or two should include why this information may be important to you as a future employees in an organization or company. A maximum of two double spaced pages.

The next part for you to search three quotes for each topic: personality type, learning styles or cultural adaptability. Create an annotated bibliography entry for each quote/reference.

When doing your search for these quotes they should come from books, magazines, journals, articles or discussions (not just websites of companies who sell these inventories).

To search for personality type:

Personality theory, personality type, Myers-Briggs type indicator, MBTI, office personalities, personality in organizations, etc.



To search for learning styles:

Learning styles, Dunn and Dunn, college student learning styles, employee learning styles, etc.



To search for cultural adaptability:

Corporate culture, college culture, intercultural communication at works, employee intercultural, etc.

## Appendix E

### Business Communications Project Layout

Joe Student

1. Personality Type:

Discuss your type

2. Learning Style:

Discuss your learning styles noting particular differences in each.

3. Cultural Adaptability:

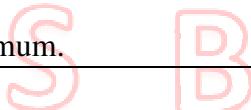
Discuss the four scales and your scores

4. Summation



Here discuss why it is important to have the knowledge of these three areas as future employees.

This should be two single-pages maximum.



The quote section should be a maximum of three single-spaced pages.

Personality Type

1. Quote

Annotated bibliographic reference)\*2008 YR or Later

2. Quote

Annotated bibliographic reference)\*2008 YR or Later

3. Quote

Annotated bibliographic reference)\*2008 YR or Later

Learning style

Same format.

.

\*To properly reference your articles go to the American Psychological Association on the web to understand how to properly format an annotated reference.

**Appendix F****Business Communications Project Rubric**

Name \_\_\_\_\_ Points \_\_\_\_\_ /100

Criteria	Commendable (9-10 pts)	Average overview	Unacceptable (0-4 pts)
Part 1 Personality Type	Complete overview	Average overview	Minimum overview
Part 2 Learning Styles	Complete overview	Average overview	Minimum overview
Part 3 Cultural Adaptability	Complete overview	Average overview	Minimum overview
Part 4 Summation	Complete J	Average B	Minimum overview
Personality Type 3 quotes	Complete J	Average B	Minimum
Learning Styles 3 quotes	Complete	Average	Minimum
Cultural Adaptability 3 quotes	Complete S	Average B	Minimum
Layout-	Completed Correctly double spacing stapled correctly and paper clipped correctly	Elements missing or incorrect	More than one element missing or incomplete
References	Proper formatting of the citation/annotated	Average	None
Mechanics	Max. of 3 errors in grammar, word usage, punctuation, etc		More than 3 errors (0 pts.)